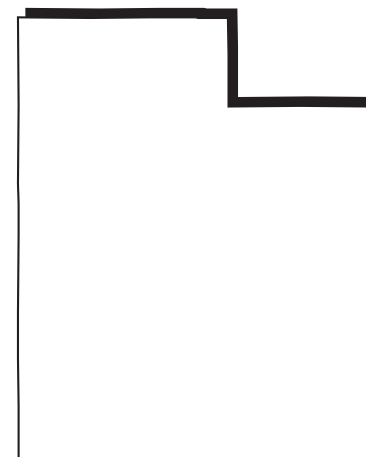


# BRIDGES TO LITERATURE

LEVEL 1

*textbook alignment to the*

**Utah  
Core Curriculum  
7th Grade  
Language Arts**



## Textbook Alignment to the Utah Core – 7<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No X*

Name of Company and Individual Conducting Alignment: McDougal Littell and Judith Plumb

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 7<sup>th</sup> Grade Language Arts Core Curriculum

Title: Bridges to Literature, Level 1 ISBN#: SE: 978-0-618-90583-6 TE: 978-0-618-90589-8

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	TE: T23, T24, T26, T29, T150, T153, T154, T158-T159, T160, T161, T162, T164, T167, T170-T171, T172, T173, T174, T175, T177, T180, T526-T527, T529, T537, T540, T574-T576, T586-595	SkillBuilder Workbook: 8, 41, 42, 45, 49, 144  Power Words Copymasters: 2, 5, 8, 11, 18, 21, 24, 49, 52, 55, 58, 97, 100, 103, 106, 135, 138, 141, 144, 168, 169	
b.	Identify the literal meanings and shades of meaning of words.	SE: 14, 15, 16, 17, 20, 21, 22, 42, 47, 50, 51, 53, 58, 60, 62, 70, 71, 74, 75, 79, 84, 85, 87, 88, 90, 101, 102, 103, 108, 109, 111, 112, 113, 114, 118, 120, 121, 122, 123, 124, 132, 133, 135, 136, 137, 138, 139, 146, 149, 150, 154, 158, 165, 166, 169, 172, 173, 180, 181, 182, 183, 184, 186, 187, 190, 191, 192, 193, 199, 201, 202, 203, 204, 210, 211, 212, 213, 230, 231, 232, 233, 234, 235, 237, 239, 271, 274, 276, 282, 284,	SkillBuilder Workbook: 5, 8, 11, 12, 15, 16, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 59, 62, 63, 66, 69, 72, 73, 76, 77, 80, 81, 84, 85, 88, 89, 92, 95, 96, 102, 105, 108, 109, 113, 114, 117, 118, 121, 124, 125, 128, 129, 133, 136, 137, 140, 141, 144, 145, 201-211	

		<p><i>(Continued)</i></p> <p>290, 291, 292, 293, 295, 297, 308, 310, 311, 314, 318, 320, 321, 323, 326, 327, 334, 335, 336, 338, 342, 343, 345, 350, 353, 354, 356, 360, 361, 365, 372, 373, 374, 375, 378, 379, 384, 402-411</p> <p><b>TE:</b> T16, T19, T26, T29, T37, T40, T41, T49, T52, T53, T92, T95, T96, T104, T107, T108, T117, T120, T121, T134, T137, T138, T150, T153, T154, T164, T167, T168, T177, T180, T181, T192, T195, T196, T210, T214, T224, T227, T228, T234, T237, T245, T248, T259, T262, T263, T275, T278, T279, T288, T291, T292, T301, T304, T305, T317, T320, T321, T331, T334, T344, T347, T348, T375, T377, T388, T391, T401, T404, T405, T418, T421, T422, T432, T435, T436, T444, T447, T457, T460, T461, T470, T473, T474, T481, T485, T500, T503, T504, T519, T522, T523, T537, T540, T541, T570-T583, T585-T586</p>	<p><b>Power Words</b></p> <p><b>Copymasters:</b> 1-3, 4-6, 7-9, 10-12, 13-15, 16-18, 19-21, 22-24, 25-27, 28-30, 31-33, 34-36, 37-39, 40-42, 43-45, 46-48, 49-50, 52-53, 55-56, 58-59, 61-63, 64-66, 67-69, 70-72, 73-75, 76-78, 79-81, 82-84, 85-87, 88-90, 91-93, 94-96, 97-99, 100-102, 103-105, 106-108, 109-111, 112-114, 115-117, 118-120, 121-122, 124-125, 127-128, 130-131, 133-135, 136-138, 139-141, 142-144, 165-169</p>	
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OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p><b>c.</b> Determine word meaning through definition or explanation context clues.</p>	<p><b>TE:</b> T98-T99, T100, T102, T104, T107, T113, T185, T186, T187, T189, T192, T195, T205, T288, T291, T295, T296, T301, T304, T325, T326, T328, T331, T334, T395, T396, T398, T399, T401, T404, T413, T414, T418, T421, T507, T508, T509, T511, T513, T514, T515, T516, T519, T522, T570-T573, T586</p>	<p><b>SkillBuilder Workbook:</b> 29, 53, 80, 84, 92, 108, 113, 140</p> <p><b>Power Words Copymasters:</b> 26, 29, 32, 35, 50, 53, 56, 59, 75, 78, 81, 84, 86, 89, 92, 95, 110, 113, 116, 119, 134, 137, 140, 143</p>	
<p><b>d.</b> Distinguish between commonly confused words (i.e., a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).</p>	<p><b>TE:</b> T440, T441, T442, T444, T447</p>	<p><b>SkillBuilder Workbook:</b> 121</p> <p><b>Power Words Copymasters:</b> 14, 17, 20, 23, 121, 124, 127, 130, 167</p>	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).				
<b>a.</b>	Identify external text features to enhance comprehension(i.e., headings, subheadings, pictures, captions, bolded words, graphs,charts, and tables of contents).	<b>SE:</b> 49, 57, 307, 397  <b>TE:</b> T87, T102, T111, T112, T116, T119, T269, T283, T451, T452, T453, T454, T456, T459, T465, T477	<b>SkillBuilder Workbook:</b> 32, 123	
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	<b>SE:</b> 47, 190, 202, 204, 328, 379, 397  <b>TE:</b> T88, T90, T91, T94, T284, T285, T287, T289, T297, T298, T299, T300, T303, T338, T339, T341, T342, T343, T345, T466, T467, T469, T471, T472, T479, T528, T531, T536, T538, T601-T603	<b>SkillBuilder Workbook:</b> 24, 78, 83, 93, 126, 127, 142	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>c.</b> Retell, paraphrase and summarize from informational text.	<b>SE:</b> 46, 47, 51, 63, 180, 198, 231, 321, 360, 380, 382  <b>TE:</b> T90, T100, T113, T114, T270, T296, T338, T452, T467, T508, T509, T510, T512, T513, T530, T532, T533	<b>SkillBuilder Workbook:</b> TK	
<b>d.</b> Distinguish main idea and supporting details in text.	<b>SE:</b> 186, 194, 202, 225, 226, 310, 311, 326, 327, 378, 379  <b>TE:</b> T100, T101, T102, T103, T105, T106, T112, T113, T116, T118, T273, T286, T298, T328, T329, T453, T466, T468, T469, T472, T478, T480, T482, T528, T529, T530, T531, T532, T535, T536, T538, T597-T600	<b>SkillBuilder Workbook:</b> 27, 28, 31, 127, 130, 142	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.			
<b>a.</b> Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	<b>SE:</b> 394, 395  <b>TE:</b> T24, T25, T28, T160, T161, T163, T166, T231, T232, T233, T236, T414, T415, T416, T417, T420, T492, T494, T495, T496, T498, T499, T502, T516, T621-T624, T627, T634	<b>SkillBuilder Workbook:</b> 7, 44, 65, 112, 135	
<b>b.</b> Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	<b>SE:</b> 72, 126, 148, 150, 151, 175, 202, 209, 216, 267, 279, 335, 347, 362, 369  <b>TE:</b> T46, T48, T51, T129, T146, T160, T186, T190, T191, T193, T209, T211, T220, T221, T222, T223, T225, T226, T242, T244, T246, T257, T298, T315, T384, T386, T387, T390, T409, T492, T493, T498, T499, T501, T508, T509, T510, T511, T514, T517, T518, T521, T627, T635	<b>SkillBuilder Workbook:</b> 14, 51, 56, 60, 61, 67, 104, 134, 139	
<b>c.</b> Distinguish topic from theme in literature.	<b>SE:</b> 2, 7, 19, 23, 37, 126, 140, 155, 160, 216, 240, 255, 257, 286, 395, 401  <b>TE:</b> T14, T45, T47, T79, T148, T149, T151, T190, T208, T232, T242, T243, T244, T247, T314, T315, T374, T375, T376, T379, T386, T409, T416	<b>SkillBuilder Workbook:</b> 39, 68, 101	



OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>d.</b> Identify descriptive details and imagery that establish setting.	<b>SE:</b> 24, 32, 33, 209, 240, 243, 245, 401  <b>TE:</b> T71, T72, T73, T149, T151, T312, T314, T316, T319, T353, T354, T355, T356, T378, T397	<b>SkillBuilder Workbook:</b> 20, 39, 87, 97	
<b>e.</b> Identify figurative language (i.e., simile and metaphor).	<b>SE:</b> 30, 31, 36, 37, 400, 401  <b>TE:</b> T66, T67, T68, T69, T79, T80, T81, T172, T173, T187, T204, T360, T369, T426, T427, T428, T429, T430, T431, T434, T496, T497, T498	<b>SkillBuilder Workbook:</b> 19, 22, 116	
<b>f.</b> Identify main ideas and/or emotions in a wide range of poetry.	<b>SE:</b> 31, 35, 37, 128, 129, 249, 253, 255, 257, 279, 401  <b>TE:</b> T67, T75, T76, T77, T79, T82-T83, T199, T208, T299, T315, T360, T369, T373, T374, T375, T376, T378-T379, T408, T409	<b>SkillBuilder Workbook:</b> 21, 101	

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.				
a.	Retell significant events in sequence.	SE: 47, 204  TE: T90, T299, T342, T343, T345, T417, T419, T442, T528, T601-T603, T626, T627, T632, T633, T634	SkillBuilder Workbook: 93, 111, 155-157, 164-166, 167-169, 170, 179	
b.	Summarize essential information from literary or informational text.	SE: 315  TE: T20, T30, T42, T54, T76, T77, T83, T97, T104, T108, T109, T117, T121, T122, T139, T162, T169, T197, T215, T229, T238, T249, T264, T273, T280, T293, T306, T322, T335, T344, T348, T349, T379, T406, T423, T437, T448, T462, T475, T479, T486, T505, T524, T537, T541, T542, T626, T628, T629	SkillBuilder Workbook: 21, 30, 34, 96, 145, 155, 161-163, 167, 176, 179-181, 182-184	
c.	Connect text to self.	SE: 41, 243, 302, 325  TE: T78, T87, T114, T127, T210, T214, T219, T257, T413, T432, T436, T440, T470, T474, T477, T481, T485, T626, T628	SkillBuilder Workbook: 59, 118, 129, 133, 149, 155, 161, 164, 167, 170, 176, 179, 182	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.2:</b> (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)			
<b>a.</b> Determine audience and purpose for extended writing.		<b>SkillBuilder Workbook:</b> <i>Opportunities to address the standard will occur as students carry out the writing activities on the following pages:</i> 149-151, 152-154, 155-157, 158-160, 161-163, 164-166, 167-169, 170-172, 173-175, 176-178, 179-181, 182-184	
<b>b.</b> Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.	<b>TE:</b> T14, T47, T342	<b>SkillBuilder Workbook:</b> 149-151, 152, 155-157, 161, 164-166, 167-169, 170, 176-178, 179-181	
<b>c.</b> Use sensory details.	<b>TE:</b> T370, T371	<b>SkillBuilder Workbook:</b> 100, 149-151, 152-154, 164-166, 173-175, 182-184	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.			
<b>a.</b> Evaluate and revise for: <ul style="list-style-type: none"> <li>• Use of a unifying idea or topic.</li> </ul>		<b>SkillBuilder Workbook:</b> 172	
<ul style="list-style-type: none"> <li>• A clear beginning, middle, and end, with sequential transitions.</li> </ul>		<b>SkillBuilder Workbook:</b> 157, 169	
<ul style="list-style-type: none"> <li>• Appropriate tone and voice.</li> </ul>		<b>SkillBuilder Workbook:</b> 178	
<ul style="list-style-type: none"> <li>• Appropriate word choice for topic.</li> </ul>		<b>SkillBuilder Workbook:</b> 154, 175, 184	
<ul style="list-style-type: none"> <li>• Varied sentence beginnings and sentence length.</li> </ul>		<b>SkillBuilder Workbook:</b> 163, 181, 184	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>b.</b> Edit for: <ul style="list-style-type: none"> <li>Correct grade level spelling.</li> </ul>		<b>SkillBuilder Workbook:</b> <i>Opportunities to address the standard will occur as students edit writing assignments as suggested on the following pages:</i> 151, 154, 157, 160, 163, 166, 169, 172, 175, 178, 181, 184	
<ul style="list-style-type: none"> <li>Correct use of commas in a series.</li> </ul>		<b>SkillBuilder Workbook:</b> 195	
<ul style="list-style-type: none"> <li>Correct subject-verb agreement.</li> </ul>		<b>SkillBuilder Workbook:</b> 160, 188-189	
<ul style="list-style-type: none"> <li>Correct use of possessives.</li> </ul>		<b>SkillBuilder Workbook:</b> 192	
<ul style="list-style-type: none"> <li>Correct capitalization of sentence beginnings and proper nouns.</li> </ul>		<b>SkillBuilder Workbook:</b> 169, 187	
<ul style="list-style-type: none"> <li>Correct end punctuation on simple and compound sentences.</li> </ul>		<b>SkillBuilder Workbook:</b> 169, 175, 178, 187	

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.				
a.	Establish a purpose for inquiry.		SkillBuilder Workbook: 155, 179	
b.	Gather relevant information to answer questions.	TE: T102, T286, T527	SkillBuilder Workbook: 155-157, 179-181	
c.	Validate the accuracy and relevance of information, discriminating between fact and opinion.	SE: 397  TE: T326, T327, T329, T330, T332, T618-T620	SkillBuilder Workbook: 90, 157, 181	

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p>d. Distinguish paraphrasing and summarizing from plagiarizing.</p>	<p><b>TE:</b> <i>To further aid fluent oral delivery, Reading Fluency instruction and practice are located on the following TE pages: T16, T21, T26, T31, T43, T55, T123, T234, T239, T265, T281, T234, T388, T393, T363, T487, T525, T543</i></p>	<p><b>SkillBuilder Workbook:</b> <i>Opportunities to address the standard will occur as students carry out the research activities on the following pages: 155-157, 179-181</i>  <i>To aid students in meeting the objectives of Standard 3 (the Oral Presentation portion):</i></p> <p><i>McDougal Littell's <b>Bridges to Literature</b> Audio Library CD can serve to model correct pronunciation, proper phrasing, inflection, rhythm and rate of reading, intonation to indicate comprehension, and use of vocal variety.</i></p>	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.				
<b>a.</b>	Select an appropriate format to report information.	<b>TE:</b> T286	<b>SkillBuilder Workbook:</b> 155, 179	
<b>b.</b>	Gather information on an idea or concept.	<b>TE:</b> T102, T286, T527	<b>SkillBuilder Workbook:</b> 155-157, 179-181	
<b>c.</b>	Report information using summarization.	<b>TE:</b> T286	<b>SkillBuilder Workbook:</b> 155-157, 179-181	
<b>d.</b>	Use informal contextual citation. (Example: “Gary Paulsen says he gets his ideas from...”)		<b>SkillBuilder Workbook:</b> <i>Opportunities to address the standard will occur as students carry out the research activities on the following pages: 155-157, 179-181</i>	



OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.			
<b>a.</b> Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	<p><b>SE:</b> <i>Opportunities to address the standard will occur as students participate in the oral activities on the following pages:</i> 32, 197, 243, 252, 255</p> <p><b>TE:</b> T24, T33, T35, T45, T70, T74, T87, T90, T111, T171, T175, T185, T198, T203, T219, T222, T232, T241, T251, T283, T286, T295, T299, T311, T315, T325, T337, T353, T368, T373, T383, T386, T395, T399, T408, T409, T425, T440, T451, T455, T465, T468, T477, T491, T507, T527, T535</p>		
<b>b.</b> Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	<p><b>SE:</b> <i>Opportunities to address the standard will occur as students participate in the oral activities on the following pages:</i> 197, 255</p> <p><b>TE:</b> T24, T35, T90, T185, T198, T203, T222, T241, T295, T299, T311, T315, T325, T386, T395, T409, T455, T535</p>		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>c.</b> Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	<b>SE:</b> 197, 255  <b>TE:</b> T24, T35, T90, T185, T198, T203, T222, T241, T295, T299, T311, T315, T325, T386, T395, T409, T455, T535		
<b>d.</b> Contribute constructively in classroom settings.	<b>SE:</b> 32, 197, 243, 252, 255  <b>TE:</b> T24, T33, T35, T45, T70, T74, T87, T90, T111, T171, T175, T185, T198, T203, T219, T222, T232, T241, T251, T283, T286, T295, T299, T311, T315, T325, T337, T353, T368, T373, T383, T386, T395, T399, T408, T409, T425, T440, T451, T455, T465, T468, T477, T491, T507, T527, T535		